**Context for Learning**

**Part 1: About the School Where You Are Teaching**

**1.** In what type of school do you teach?

\_\_X\_\_ Elementary school

\_\_\_\_ Middle school

\_\_\_\_ Other (please describe)

2. Setting

\_\_\_\_ Urban

\_\_\_\_ Suburban

\_\_X\_\_ Rural

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

*A classroom aide is available for one hour in the mornings. There are pull-out classes for students with IEPs.*

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

*The school district gives teachers a pacing plan that details what to cover and how long to spend on each unit. TCAP tests were given to my assigned class during my time at this school, so no new learning was being done.*

**Part 2: About the Class Featured in this Assessment**

1. How much time is devoted each day to literacy instruction in your classroom?

*During the regular school day (not during the weeks leading up to TCAP testing), a total of 120 minutes is spent on literacy. This includes reading, writing, and word study.*

2. Is there any ability grouping or tracking literacy? Is so, please describe how it affects your class.

*Yes. Groups are divided by reading levels. Students are assessed every 9 weeks to keep them moving forward. They use a program called EasyCBM, which can be done online or with a paper version, for tracking vocabulary, math, and reading/comprehension.*

3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

*Textbook: Journeys Common Core, Houghton Mifflin, Harcourt, 2014*

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

*Extensive classroom library*

**Part 3: About the Students in the Class Featured in this Assessment**

1. Grade level(s): 4th Grade

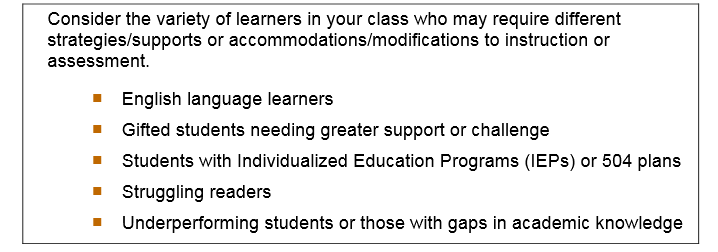
2. Number of

Students in the class: 25

Males: 13

Females: 12

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for students that **will affect your literacy instruction and assessment in this learning segment**. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.



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| --- | --- | --- |
| **Learning Needs Category** | **Number of Students** | **Supports, Accommodations, Modifications, and/or Pertinent IEP Goals** |
| Students with IEPs | 3 | Pullout programs for speech and literacy |
| Struggling Readers | 5 | Small groups |
| Underperforming Students | 5 | RTI (reading and math), morning tutoring, Saturday school |
| Gifted students | 0 | No gifted program at school |